



Westside High School Lesson Plan Template

Teacher Name	Thomas Dohoney	Unit Name	Introduction to Forensics
Course	Forensic Science	Dates	01/23 – 01/27/2023

<p>Monday</p> <p>TEKS (7) The student recognizes the methods to process and analyze trace evidence commonly found in a crime scene. The student is expected to:</p>	<p>Daily Objective:</p> <p>(A) demonstrate how to process trace evidence such as glass, paint, fibers, hair, soil, grass, and blood collected in a simulated crime scene</p> <p>(F) compare and contrast the microscopic characteristics of human hair and animal hair, including medulla, pigment distribution, and scales</p> <p>(G) describe and illustrate the different microscopic characteristics used to determine the racial and somatic origin of a human hair sample</p> <p>(H) differentiate between natural and synthetic fibers</p> <p>Agenda with Approximate Time Limits:</p> <p>Test – Unit 9 (hair and fiber evidence) 45min</p> <p>Formative Assessments:</p> <p>Modifications: Will be provided based on the needs of the individual</p> <p>Intervention: Reading extensions</p> <p>Extension: Tutorials</p> <p>Follow-Up/Homework: Read content notes</p>
<p>Tuesday</p> <p>(8)The student analyzes impression evidence in forensic science. The student is expected to:</p>	<p>Daily Objective:</p> <p>(A)compare the three major fingerprint patterns of arches, loops, and whorls and their respective subclasses;</p> <p>(B)identify the minutiae of fingerprints, including bifurcations, ending ridges, dots, short ridges, and enclosures;</p> <p>(C)distinguish among patent, plastic, and latent impressions;</p> <p>(D)perform laboratory procedures for lifting latent prints on porous and nonporous objects using chemicals such as iodine, ninhydrin, silver nitrate, and cyanoacrylate resin;</p>



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	<p>(E)perform laboratory procedures for lifting latent prints on nonporous objects using fingerprint powders such as black powder and florescent powders;</p> <p>Agenda with Approximate Time Limits:</p> <p>Do now (10min)- students will complete a kahoot on impression evidence Lecture (30min)- forensic impression evidence Quizizz (10min)- forensic impression evidence</p> <p>Formative Assessments: Quiz</p> <p>Modifications: Will be provided based on the needs of the individual</p> <p>Intervention: Reading extensions</p> <p>Extension: Tutorials</p> <p>Follow-Up/Homework: Read content notes</p>
<p>Wednesday/Thursday</p> <p>(8)The student analyzes impression evidence in forensic science. The student is expected to:</p>	<p>Daily Objective:</p> <p>(A)compare the three major fingerprint patterns of arches, loops, and whorls and their respective subclasses;</p> <p>(B)identify the minutiae of fingerprints, including bifurcations, ending ridges, dots, short ridges, and enclosures;</p> <p>(C)distinguish among patent, plastic, and latent impressions;</p> <p>(D)perform laboratory procedures for lifting latent prints on porous and nonporous objects using chemicals such as iodine, ninhydrin, silver nitrate, and cyanoacrylate resin;</p> <p>(E)perform laboratory procedures for lifting latent prints on nonporous objects using fingerprint powders such as black powder and florescent powders;</p> <p>Agenda with Approximate Time Limits:</p>



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	<p>Tire Impression Lab (80min)- students will be collecting impression prints from various tire samples. Students will answer questions to demonstrate their level of understanding of how this type of impression evidence is used in forensics.</p> <p>Formative Assessment: Rubric and essay form provided in Canvas</p> <p>Modifications: Will be provided based on the needs of the individual</p> <p>Intervention: Reading extensions</p> <p>Extension: Tutorials</p> <p>Follow-Up/Homework: Read content notes</p>
<p>Friday</p> <p>(8)The student analyzes impression evidence in forensic science. The student is expected to:</p>	<p>Daily Objective:</p> <p>(A)compare the three major fingerprint patterns of arches, loops, and whorls and their respective subclasses;</p> <p>(B)identify the minutiae of fingerprints, including bifurcations, ending ridges, dots, short ridges, and enclosures;</p> <p>(C)distinguish among patent, plastic, and latent impressions;</p> <p>(D)perform laboratory procedures for lifting latent prints on porous and nonporous objects using chemicals such as iodine, ninhydrin, silver nitrate, and cyanoacrylate resin;</p> <p>(E)perform laboratory procedures for lifting latent prints on nonporous objects using fingerprint powders such as black powder and florescent powders;</p> <p>Agenda with Approximate Time Limits:</p> <p>Case Study (50min)- Students will answer questions to demonstrate their level of understanding in the OJ Simpson murder case as to how it relates to forensic impression evidence.</p> <p>Formative Assessment: Rubric and question form provided in Canvas</p> <p>Modifications: Will be provided based on the needs of the individual</p> <p>Intervention: Reading extensions</p> <p>Extension: Tutorials</p> <p>Follow-Up/Homework: Read content notes</p>